

Guiding Questions

- * What PD have you delivered or experienced in this format? What topics have been covered?
- * What are the benefits and what works well in this type of PD?
- * What are the drawbacks and what doesn't work well in this type of PD?
- * What delivery format, technology or other resources support this type of PD?

As you discuss at your tables, have someone record ideas.

PD Types	Big Ideas	Formats that Work	Resources to Support
Hybrid PD- mix of online o other pre-work and face to face.	<ul style="list-style-type: none"> • Like “flipped” should have both a distance/online component, then a face to face. The face-to-face piece is key for sharing and discussing work. • Does it even need to have an online piece or just a multiple format PD session. Break up small group/large group/individual sessions. • Create a website to house the videos/resources for your session. Teachers can work through these before coming to the face-face (large/small group. They can use a form/survey to indicate comfort with the concept before coming in. • Accountability is key...who is holding faculty responsible for completing the online/pre-work component • Time for time can be an issue- how are teachers being “compensated” for completing 	<ul style="list-style-type: none"> • Micro Credentials- teachers are working on an individual professional development path. This could be a great idea to then meet in PLCs to come together around common themes. • Google sites to host PD Videos-flipped style PD • Push out articles in Verso • Three part PD--online/flipped portion, then a face to face to share, brainstorm, then a work session to design a lesson. These last two could also be flipped...design a lesson, then share. • Find a pre-existing model to use as a flipped resource (examples in resources). • Chartiers/Avonworth partnership to create pathway to badges (SPROUT grant) 	<ul style="list-style-type: none"> • http://digitalpromise.org • https://bloomboard.com/microcredential/provider/ac2f23c8-274d-449d-ac3f-6ad29e399737 • http://versoapp.com • http://www.cast.org/our-work/about-udl.html#.WDRX1GVVqkl • Google Classroom, canvas, blackboard, schoology, eduplanet can all be platforms for these programs • http://www.loticonnection.com/h-e-a-t-framework • LRNG https://www.lrng.org • Apple has prefabricated training for using Macs and iPads that could be good for the online piece of training for tech coaches. Earn badges as you move through the courses. https://appleteacher.apple.com/auth/#/signin/

	<p>the pre work- needs to be figured out ahead of time and approved by admin and the union</p> <ul style="list-style-type: none"> • Collaboration and reflection through the discussions and face-to-face sessions are key to the success of this model. • Union issues with how and when that flipped portion is delivered • Pre-work can be used to help people self-group to differentiate PD. 		<ul style="list-style-type: none"> • iTunes U • https://www.eduplanet21.com •
<p>Large Group PD—departmental, partial staff, full staff, etc.</p>	<p>Often, you are presenter more than facilitator Involve group in the content Demonstration-can build demand for your services Give them “targets” so they stay with you, understand Planning (with admin) is key Model the tech for your colleagues - point out that you’re using what is available to them Don’t be afraid to say you don’t know an answer to a question Allow for teacher choice Opportunity to air concerns Relevant topic - usually broad Deep need for central vision-top down Need for accountability of staff for their own professional learning Can be opportunity for consistent message-gateway to small group “Kickoff” Model instructional techniques you want your peers to use</p>	<p>Presentation - must be engaging, relevant, use humor Variety of activities - video, partner talk (think pair share) Reduce anxiety of audience by providing resources Try to seat them by grade level/subject area/dept Breaking into smaller groups within larger group-rotations Present some material, let them work at tables, leave with a product EdCamp-style format: pre-populated with topics if group is large Jigsaw Break points in session - allow for “birds of a feather” subgroups and then reconvene w/ reflection & share out - airs concerns (whole day session) Cafeteria/library/art room - preferred over auditorium or LGI room Impact people from experience-provide inspiration</p>	<p>Clickers - conversation generators; Kahoot/PollEverywhere Recognition of staff members Tech if tech is essential-reliable network Google Drive or TinyURL to share resources Survey before the event, if possible Handouts-prepared ahead of time Google Docs allow for collaboration, esp if presenting in multiple bldgs, etc Schoology (learning management system)</p>

	Need to keep it to an hour - all morning or all day is a bad idea		
Small Group PD- No more than 4-5 participants.	<p>Grade or content specific</p> <p>Department meeting</p> <p>Committee type meeting</p> <p>Follow up to Large group session</p> <p>Required training before using something (RE: iPads)</p> <p>Team meeting</p>	<p>Lunch and learn</p> <p>Common planning time</p> <p>Tech software in lab</p> <p>Lesson modeling</p> <p>Instructional Learning visits</p> <p>Coaching clinic</p> <p>Study Group (HEAT course)</p> <p>Book/Topic Study</p> <p>Document Review</p> <p>Data Analysis</p>	<p>Handouts</p> <p>Google docs/drive</p> <p>Manipulatives</p> <p>Food to brive</p> <p>Folders with info included</p> <p>Preorganized resources</p> <p>Technology (ipads, software)</p> <p>Administrator buy-in</p> <p>Skip weekly meeting for debriefing</p> <p>Substitutes to cover classes</p> <p>Time allotted to do it</p> <p>Scheduling</p>
Push Out PD- resources and enrichment for those that want it, when they want it.	<p>-Administrators holding teachers accountable/doing walkthroughs builds coaching opportunities</p> <p>-Informal coaching opportunities to share resources are still coaching opportunities!</p> <p>-Sharing resources is like PR for coaching</p> <p>-Building relationships leads to "light" coaching and then to heavier coaching</p> <p>-Differentiate levels of support and follow-through depending on teacher needs</p> <p>-Being visible is a reminder that there is support available - builds comfort among teachers with having a coach there</p>	<p>-Survey teachers - SurveyMonkey, Google Form - plants the seed</p> <p>-Voluntary book studies to build comfort and co-learning between coaches and teachers</p> <p>-Create a common vision/common focus of instruction in the building or district to coach around and coaches offer resources to help teachers implement</p> <p>-Leverage technology to showcase what you can offer - social media, blog, website</p> <p>-Follow-up coaching clinics/office hours after formal PD - offer support all day and people come on their time</p> <p>-Resource center for teachers - physical or digital</p> <p>-Seasonal newsletter to provide an introduction to an instructional technique</p> <p>-Blog a tech tip/instructional tip</p>	<p>-Tracking software to check who has visited a digital resource page (Google login, etc.)</p> <p>-www.remind.com to text or email a tip or inspirational message to teachers</p> <p>-Provide resources through learning management system and share resources to different groups - can push out resources to the groups. Use like social media to start discussions about how to use it</p> <p>-Read receipt on email to see who has opened an email - for follow up</p>

		<ul style="list-style-type: none">-Model a tool/technique in formal PD and then follow up-Twitter hashtag to share tips-Use faculty meeting/department time after school for need-based PD (what teachers request)-After working with a teacher to develop a lesson or a resource, share that resource with other teachers (with teacher's permission)-Digital file on server/wiki/Google Drive to house & share resources that have been developed with teachers-Email weekly or monthly tips/resources - keep it short and focused!-Optional sessions before or after school-Voluntary lunch and learns-Having a visible office/be present in high-traffic areas to engage teachers in continuous reflective conversations-Get out of the office! Wander the hallways, poke your head into open doors-Drop in visitations - during center time, research time in the library, etc. and then follow up through in an email or in person-Offer to help with planning tasks-Drop in during common planning time-Make tutorial resources available to teachers and follow up with those who use it	
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